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REVIEW OF OCS BOARD INTERVIEW PROCEDURES

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Research Study 67-3

REVIEW OF OCS BOARD INTERVIEW PROCEDURES

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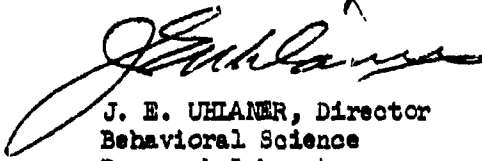Research Laboratory

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Research studies are special reports to military management. They are usually prepared to meet requests for research results bearing on specific management problems. A limited distribution is made--primarily to the operating agencies directly involved.

FOREWORD

The CADET LEADERS Task conducts research to improve selection procedures for the United States Military Academy and other primary officer procurement programs, with emphasis on problems of identifying leadership potential and career motivation among the applicants.

Since early in World War II, research on selection for the USMA, the Reserve Officers Training Corps, and Officer Candidate Schools has been continuous, resulting in the development and successive refinement of instruments and procedures for each procurement source. The increasing importance of the ROTC training program as a major source of men for commissioning as second lieutenants in the Regular Army and in the Reserve and recent expansion of the OCS program have required the updating of selection procedures and the development of new valid predictors of officer training and duty performance.

The present publication reports on a portion of Subtask o, "Improved OCS Selectors", FY 1968 Work Program, and describes a review of procedures and instruments used by OCS selection boards in the standardized interview and final evaluation of applicants for OCS training.

J. E. UHLANER, Director
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REVIEW OF OCS BOARD INTERVIEW PROCEDURES

BRIEF

Requirement:

To review practices in the conduct of the OCS Board Interview and define problems connected with use of the interview to obtain standardized measures of the applicant's skill in interpersonal relations.

Procedure:

A questionnaire dealing with the board interview as a component of OCS selection was completed in September and October 1966 by 286 officers serving on OCS Examining Boards at 21 major Army installations. Officer responses to objective questions were analyzed statistically. Content analysis was applied in the case of responses to open-end questions and comments received.

Findings:

The interview was considered a useful screening device by 97 percent of the officers surveyed. The interview evaluations were considered particularly important in maintaining quality of OCS input from the recruit population.

Sixty percent indicated the board interview should be required of all applicants, 35 percent that it could be waived for senior NCOs, Warrant Officers, and college graduates with specialized training.

Eight characteristics were identified as critical in evaluating applicants: general career motivation, ability to express ideas and formulate opinions, reasoning and practical judgment, moral integrity, background, poise and self confidence, specialized knowledge, appearance. Of these, expressive ability, poise and self-confidence, and appearance were considered easiest to judge in the interview.

Changes in the interview recommended by substantial numbers of officers were:

1. Revision or elimination of evaluations scored in Part I.

2. Provision for review of the applicant's military and civilian record prior to the interview.

3. More relaxed informal atmosphere.

4. Updating of interview problem situations.

Utilization of Findings:

Officer reaction supported continued use of the board interview in
the final screening of OCS applicants. Pre-interview review of the
applicant's record by board officers and simplification of the quantita-
tive evaluations required are planned changes. The problem situations
presented the applicant will be modified by BESRL to give more emphasis
to motivational factors and expressive ability.

The three primary sources from which the Army obtains junior officers are: (1) the Reserve Officer Training Corps (ROTC, Senior Division Program); (2) the United States Military Academy (USMA); and (3) the Officer Candidate Schools (OCS). Previous research conducted by the U. S. Army Behavioral Science Research Laboratory, dating back to World War II, resulted in the development, improvement, and implementation of tests of mental ability, physical proficiency, cadet motivation, and leadership potential, adapted to the specific needs of each officer procurement program. Changes in the OCS program in recent years have created an urgent requirement to update selection instruments and adapt them for recruit input which constitutes the bulk of current applicants for OCS.

There was a gradual expansion in the OCS program from FY 1960 to FY 1965 with annual enrollment rising from 1038 to 3243. A marked expansion occurred in FY 1966 with the activation of the Engineer, Signal, Armor, Quartermaster, Transportation, and Ordnance OCS to supplement output from the Infantry and Artillery OCS. Annual enrollment rose to 5,078 in FY 1966 and to 25,813 in FY 1967. To meet heavy input demands, selection was primarily from recruit sources: college graduates applying under the enlistment option and other applicants at Reception Stations and in basic training who had completed high school. In the reduced OCS program which went into effect in August 1967, recruit input was limited to college graduates who will comprise 80 percent of the total input in FY 1968; the remaining 20 percent of the input will be limited to in-service personnel who have been in service more than 12 months.

The OCS selection instruments currently in use were developed on the basis of research conducted from 1941 to 1956 [1]. The selection procedures provide for initial screening on mental tests (the General Technical Aptitude Area and the Officer Candidate Test) and final screening on three leadership measures: (1) the Officer Leadership Board Interview, OLB-1; (2) the Officer Leadership Qualification Inventory, OLI-1; and (3) the Officer Leadership Qualification Report, OLR-1. The latter is a rating form used exclusively in screening OCS applicants serving in duty assignments. Such applicants have constituted only a small percentage of OCS input since FY 1966. In recent research to update the OCS selection instruments, replacement tests were developed for the Officer Leadership Qualification Inventory and the Officer Candidate Test. The new tests are used operationally during FY 1968 on an interim basis until their validity can be determined in subsequent research. The instruments are described in Appendix A.

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[1] Kotula, L. J. and Haggerty, Helen H. Research on the selection of officer candidates and cadets. Technical Research Report 1146. U. S. Army Behavioral Science Research Laboratory. May 1966.

Research was also undertaken to refine OCS board interview procedures. This research required a preliminary review of board interview procedures and problems involved in screening applicants, particularly recruits. Results obtained in the preliminary review, summarized in the present publication, will be taken into consideration in revision of the board interview. Until the research is completed, the board interview will continue to be used in the final screening of OCS applicants as noted in the following section.

THE OCS BOARD INTERVIEW AS USED IN FY 1968

The board interview is conducted in two parts by an examining board of three to five officers. In the first part of the interview (approximately 30 minutes), the applicant is evaluated on his ability to deal with a series of miniature interpersonal situations. He is put at ease and then presented informally with selected problem situations for discussion. Judging from his manner in discussing each problem, he is evaluated on specific characteristics (List A, Table 1). In the past, evaluations by the board members were averaged to obtain a total score for this part of the interview. Operational use of this score has been suspended pending modification of the interview procedures.

In the second part of the interview, the board reviews the applicant's entire record (civilian and military) and makes a final recommendation to accept or reject the applicant. A favorable board recommendation, in addition to qualification on the other selection instruments, is essential to selection. Final selection of OCS applicants is made by Army commanders following a review of the applicant's record.

In essence, the main purpose of the board interview is to obtain objective evaluations of one aspect of behavior--the applicant's ability to deal with people. A 30-minute standardized interview of this type has been demonstrated through research to be valid for this purpose, but not for other purposes such as estimating intelligence or technical competence.

The board interview had established validity when used as intended. Comments received from operating personnel, however, indicate that there is considerable variation among boards in the conduct of the interview and in the relative emphasis placed on the two parts of the interview. The net effect of such variation is to reduce the validity of the interview. The heavy interviewing load currently being placed on many boards would also tend to reduce the validity of the interview.

In view of these considerations, scoring of Part I of the interview has been suspended until appropriate adjustments can be made to insure uniform interviewing procedures which would be acceptable to OCS Examining Boards. In FY 1968, the board interview is used in conjunction with other instruments as indicated in Table 2. The Officer Qualification Inventory, OQI-1, and the board interview are the basic leadership selection instruments for all applicants. However, applicants in duty assignments obtaining

a favorable rating from unit commanders on the Officer Leadership Qualification Report, OLR-1, will be given bonus credits to be added to their OQI-1 score as follows:

OLR-1 Score	Credit added to OQI-1 score
100-109	1
110-119	2
120-129	3
130-139	4
140-149	5

Table 1

PART I OF THE BOARD INTERVIEW

A. Characteristics evaluated in Sections A, B, and C, Interview Record:

1. Appearance
2. Voice quality
3. Facial expression
4. Manner
5. Cooperation
6. Composure
7. Word selection
8. Language organization
9. Objectivity

Type of evaluation:

Section A. Ten word descriptions presented for each characteristic; raters check as many word descriptions as apply to the applicant.

Section B. Eight word descriptions presented for each characteristic; raters check the one that best describes the applicant.

Section C. Each of the characteristics is rated on a five-point scale ranging from extremely favorable to extremely unfavorable.

B. Characteristics evaluated in Section D, Interview Record:

Ability to deal with enlisted men
Ability to deal with junior officers
Ability to deal with superior officers

Each characteristics is rated on a five-point scale ranging from unsuitable to outstanding.

C. Characteristic evaluated in Section E, Interview Record:

Ability to deal with people in general

This characteristic is rated on a 20-point scale ranging from lowest quarter to highest quarter.

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Table 2

SELECTION REQUIREMENTS FOR OCS IN FY 1968

	Qualifying Scores for Various Programs			
	Recruits			Others
	Enlistment Option	Reception Stations	Basic Training	Applicants in Duty Assignment, Army Reservists
A. Mental Screening Instruments				
1. General Technical Aptitude Area, GT	110	110	110	110
2. Officer Candidate Test, OCT-3	115	115	115	115
B. Leadership Screening Instruments				
1. Officer Qualification Inventory, OQI-1	75	75	75	75
2. Officer Leadership Qualification Report, OLR-1	NA	NA	NA	Credit points given for scores above 100
3. Officer Leadership Board Interview, OLB-1	Favorable board recommendation for all programs			

BASIC CONSIDERATIONS IN THE REVIEW OF
BOARD INTERVIEW PROCEDURES

Board interview procedures and problems were reviewed on the basis of questionnaire data collected from members of OCS Examining Boards. The OCS Board Review Form was designed to provide information on such questions as:

What is the general attitude of board members about the board interview and its effectiveness as a screening device?

Should the board interview be waived for any special groups of applicants?

What personal characteristics are primarily considered in evaluating applicants, particularly recruits, in the course of the board interview?

To what extent can these characteristics be adequately observed and evaluated in the board interview?

What changes, if any, should be made in board interview procedures to improve their effectiveness?

Completed questionnaires were collected by mail in September and October 1966 from a total of 286 officers serving on OCS Examining Boards at 21 major Army installations which process the bulk of OCS applicants throughout CONUS (see Appendix B). All Army areas were included to insure that the data would reflect representative opinion throughout CONUS.

In the analysis of the questionnaire data, item response frequencies and percentage values (p-values) were computed for objective or multiple-choice items (Items 1, 2, and 4, Section III). On the remaining items, which were open-ended in nature, analysis was in terms of recurring responses or themes with response frequencies and p-values computed whenever possible.

ANALYSIS OF QUESTIONNAIRE DATA

Significant statistics are presented as they relate to (1) general acceptance of the board interview as a screening device; (2) personal characteristics considered in evaluating applicants; (3) revision considered necessary for improving board interview procedures. Item statistics obtained in the analysis of the OCS Board Review Form are presented in Appendix C.

GENERAL ACCEPTANCE OF THE BOARD INTERVIEW

Interview described as a useful screening device (Item 1, Section IV).
Respondents were instructed to indicate what they considered to be the
primary value of the board interview in screening OCS applicants. Content
analysis revealed only two general categories of response. Ninety-seven
percent of the respondents described the interview as a useful screening
device (weeds out obviously unfit, provides additional information not
covered by other selectors, etc.), whereas only 1.5 percent of the re-
spondents indicated that the board interview had little or no value as a
screening device.

Interview should be waived for special groups only (Item 5, Section II).
Respondents were instructed to indicate whether or not the board interview
should be waived for any special group of applicants. Sixty percent indi-
cated that the board interview should be required for all groups of appli-
cants, while 35 percent indicated that it should be waived only for special
groups such as senior NCOs, warrant officers, and college graduates with
professional training. Only 2 percent recommended that the board interview
should be eliminated.

Interview accepted with or without modifications (Item 2, Section IV).
Respondents were instructed to indicate any changes they would recommend
to increase the effectiveness of the board interview procedures. Ninety-
five percent of the respondents either accepted the board interview with-
out modifications (117 respondents) or suggested modifications to improve
its effectiveness (154 respondents). Only 1.5 percent recommended elimina-
tion of the board interview. The remaining 3.5 percent omitted the item.
Recommendations made by respondents are discussed in detail in a later
section of this report.

Quality of recruit applicants viewed with special concern. According
to supplementary comments on all three items described above, heavy appli-
cant quotas imposed on unit commanders have resulted in referrals of a
large number of recruit applicants who are either not motivated for OCS
or who, by board interview standards, are not prepared for OCS. As a con-
sequence, screening on the basis of the board interview is considered all
the more necessary. In addition, respondents indicated that recruit
applicants were the most difficult group to evaluate in the board inter-
view (Item 4, Section II). Sixty-six percent of the respondents identified
recruits as the most difficult group to evaluate, as compared with 19 percent
who identified NCOs and other special groups (shy, withdrawn, etc.). Other
response categories were: no group difficult to evaluate and unable to
compare.

PERSONAL CHARACTERISTICS CONSIDERED IN EVALUATING APPLICANTS

Characteristics derived from free responses (Item 2, Section II).
Respondents were instructed to state on what basis they judged an appli-
cant's maturity in the board interview. From a content analysis of the

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responses, seven personal characteristics were identified (List A, Table 3). These characteristics are rank-ordered on the basis of the number of respondents referring to each characteristic. Expressive ability (ability to express ideas and formulate opinions) and general motivation (initiative and plans for self-improvement) are ranked at the top (mentioned by 128 and 112 respondents, respectively), while the other characteristics (intelligence, background factors, appearance, poise and self-confidence, and specialized knowledge) appear to be of secondary importance (mentioned by from 29 to 44 respondents).

Characteristics covered in Items 1 and 4, Section III. From responses to these items, the relative importance of ten specified characteristics in evaluating applicants in the board interview was determined. Five characteristics identified as criteria of maturity (List A, Table 3) were included among the ten: expressive ability, motivation for OCS (which can be subsumed under general motivation), practical judgment or intelligence, poise and self-confidence, and appearance.

In Item 1, respondents were asked to state to what extent they relied on each characteristic (very little, to some extent, a great deal) in their evaluations. Responses provided a basis for an index to the general importance of each characteristic. The percentage of respondents indicating that they relied on a given characteristic "a great deal" was computed. The ten characteristics, rank-ordered on this index, are presented as List B, Table 3.

Item 4, Section III, asked the respondents to select the characteristics on which they rely primarily in determining whether a recruit has adequate officer potential. The percentage of respondents selecting each characteristic was computed as a "recruit" importance index.

The characteristics were generally ranked in the same order on the basis of the "recruit" importance index as on the basis of the general importance index. Four characteristics previously identified as criteria of maturity are ranked at the top on both indexes: motivation, expressive ability, practical judgment, and poise and self-confidence. The other characteristics in List B appear to be of minor importance in evaluating recruits (the recruit importance index was .35 and above for characteristics 1 through 4 as compared with .16 and below for characteristics 5 through 10.

Characteristics derived from free responses to Item 3, Section III. Respondents were instructed to report any additional characteristics they considered important in evaluating applicants. The additional characteristics, identified by content analysis, are rank-ordered on the basis of response frequency in List C, Table 3. This list includes only one characteristic (moral integrity) not represented in Lists A or B. Expressive ability, general motivation, and intelligence were reported as additional characteristics although they were included in List B (respondents generally referred to specific aspects of these characteristics rather than using the terms themselves).

Table 3

SUMMARY PERSONAL CHARACTERISTICS CITED BY RESPONDENTS RANK ORDERED BY INDICATIONS OF IMPORTANCE IN INTERVIEW EVALUATIONS

List A		List B			List C	
Maturity Characteristics	Response Frequency	Characteristics relied on "a great deal"	General Importance Index	Recruit Importance Index	Additional Characteristics	Response Frequency
1. Expressive Ability	128	1. Motivation for military service and OCS	.85	.57	1. General motivation	88
2. General motivation	112	2. Expressive ability	.85	.39	2. Moral integrity	60
3. Intelligence	44	3. Practical judgment	.81	.48	3. Background factors	59
4. Background factors	37	4. Poise and self-confidence	.81	.35	4. Intelligence	48
5. Appearance	30	5. Interaction with board (active participation during interview)	.71	.16	5. Expressive ability	28
6. Poise and self-confidence	29	6. Understanding	.63	.10	6. Specialized knowledge of	
7. Specialized knowledge (Current events, military affairs)	29	7. Appearance	.54	.11	a. Current events	24
		8. Interaction with board (cooperative attitude)	.50		b. Military matters	22
		9. Tact	.31	.03		
		10. Physical coordination	.29	.03		

Integration of Lists A, B, and C. Considering all the item data in Lists A, B, and C, relating to the importance of characteristics, a total of eight characteristics emerge as critical in evaluating applicants in the board interview:

1. General motivation (motivation for OCS, determination, plans and goals for self-improvement)

2. Expressive ability (ability to express ideas and formulate opinions)

3. Intelligence (reasoning and practical judgment demonstrated in discussing problem situations)

4. Moral integrity (sincerity, self-discipline)

5. Background (education, experience, etc.)

6. Poise and self-confidence

7. Specialized knowledge (current events, military affairs)

8. Appearance

Illustrations of deficiencies in these characteristics as noted by OCS Examining Boards are quoted in Appendix D. Of the eight characteristics, general motivation and expressive ability appear to be the most critical.

Although no validity data were obtained in this study relating the integrated list of characteristics to performance in OCS, there are indications that the characteristics are generally related to performance in ROTC training. In a preliminary review of ROTC selection procedures, currently in progress, questionnaire data obtained from professors of military science suggest that they rely on essentially the same set of characteristics, with the exception of expressive ability, in differentiating between effective and ineffective ROTC students. Considering the relative unimportance of expressive ability in advanced ROTC training, it is possible that ROTC students are screened or develop competence on this characteristic in the course of their college training and ROTC training.

Difficulty of evaluating characteristics based on responses to Item 2, Section III. Respondents were instructed to identify two characteristics in List B, Table 3, which they considered to be the most difficult to observe and evaluate in the board interview. A difficulty index was computed based on responses to this item: percentage of respondents who identified a given characteristic as one of the two most difficult to observe and evaluate. The difficulty index was found to be relatively high (.28 and above) in the case of five characteristics (motivation for OCS, practical judgment or intelligence, tact, understanding, and physical coordination) and relatively low (.07 and below) in the case of the other

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characteristics. Considering only the characteristics identified as critical in the previous analysis, expressive ability, poise and self-confidence, and appearance appear to be easy to observe and evaluate in the board interview as compared with motivation for OCS and practical judgment or intelligence.

Criteria used in evaluating motivation (Item 3, Section II). Respondents were instructed to indicate on what basis they judged an applicant's motivation for OCS. Content analysis of responses showed that respondents identify poorly motivated applicants on the basis of such factors as lack of expressed interest in OCS, personal or selfish reasons for going to OCS (prestige, privileges), and limited information about the OCS program and officers in general.

RECOMMENDATIONS FOR REVISION OF BOARD INTERVIEW PROCEDURES

It was previously reported that 95 percent of the respondents indicated that they accepted the board interview with or without modification. A total of 154 respondents contributed one or more recommendations. Content analysis of these recommendations showed that they related to screening prior to the board interview as well as screening on the basis of the board interview itself.

The largest number of recommendations (168) were concerned with the improvement of screening procedures prior to the board interview through more careful orientation and selection of applicants at the unit level and preferably after completion of basic training. It was understood that the heavy recruitment of applicants at Reception Stations and Training Centers precluded any significant screening at the unit level, particularly in view of the heavy pressure applied in recruiting all personnel who qualify mentally regardless of their motivation and previous record.

A total of 100 recommendations related to the conduct of the inter-view itself. The following recommendations were listed with the greatest frequency by respondents:

	Frequency
Revision or elimination of the evaluations scored in Part I of the interview	38
Provision for a review of individual records prior to the interview	24
Provision for a more relaxed, informal atmosphere	23
Revision or updating of problem situations	15

The remaining recommendations (43) were concerned with the composition of OCS Examining Boards and the interviewing schedule: Make boards permanent, require more field grade officers and more OCS graduates to serve on boards, reduce interviewing schedule to six applicants or less a day.

GENERAL CONSIDERATIONS FOR REVISION OF THE BOARD INTERVIEW

The expansion of the OCS program has resulted in a marked change in the type of applicant being recruited for the program. In the past, applicants have been primarily career-motivated NCOs who were screened with respect to leadership potential prior to the board interview on the basis of the Officer Leadership Qualification Report. At the present time, the applicants are primarily recruits who cannot be screened on this basis under current recruitment conditions. Screening in their case is necessarily limited to qualification on the Officer Qualification Inventory and the board interview. The questionnaire data obtained in the present study support continued use of the board interview in the final screening of OCS applicants. However, appropriate revisions will need to be made to permit more careful screening of recruit applicants.

The revisions most strongly indicated by the questionnaire data relate to the objective evaluations obtained in Part I of the interview (suspended in FY 68 with the implementation of the interim OCS selection battery). More emphasis needs to be placed on motivational factors (including motivation for OCS), expressive ability, and other characteristics considered to be critical by OCS Examining Boards in their final evaluation of applicants in Part II of the interview. To provide for increased emphasis on these characteristics, some modification in the problem situations and topics discussed during the interview will be required. In its present form, the board interview fails to provide any check at all on motivational factors, although it is clear from the questionnaire data that motivation for OCS has been introduced as a discussion topic in the interview by most OCS Examining Boards. In general, discussion problems and topics relating to current events, international affairs, and military matters would be of most concern to OCS Examining Boards, provided the topics are in the realm of experience of recruit applicants.

In the revision of the evaluation system, it is doubtful that the two-part interview will be retained in its present form. The questionnaire data strongly indicate that OCS Examining Boards cannot adequately evaluate the motivation and maturity of applicants in a vacuum, without reference to all available information about the applicant, including his background and experience. As a minimum, a review of a personal history form completed by the applicant should be made an integral part of the interview itself prior to any evaluation of the applicant. A major problem is how to avoid introducing bias--displacing attention from personality variables to intellective factors better measured outside the board interview.

A one-part interview, limited to approximately thirty minutes, is virtually a necessity in view of the interviewing load imposed on many OCS Examining Boards. At the same time, evaluation and scoring requirements should be simplified and held to a minimum. In this respect, global or summary ratings would be more desirable than detailed evaluations of the type currently used in Part I of the interview which require the use of several worksheets. For example, current evaluations of voice quality and word selection, which can be considered fragmentary in nature as indicators of expressive ability, could be replaced by a global evaluation of expressive ability itself, particularly since this ability is considered relatively easy for OCS boards to evaluate. Motivation and practical judgment require special attention, since they are considered relatively difficult to evaluate in the board interview.

Perhaps the most difficult problem faced by OCS Examining Boards during the period of the survey was the evaluation of recruit applicants, particularly recent high school graduates with limited education, background, and experience. It is considered doubtful that the board interview can be sufficiently refined to permit other than crude screening of this type of applicant. From this standpoint. it would be desirable to retain the current policy of restricting recruit input to college graduates.

APPENDIXES

APPENDIX A

INSTRUMENTS USED IN OCS SELECTION IN ADDITION TO THE BOARD INTERVIEW

Officer Candidate Test, OCT-3

OCT-3, developed to replace OCT-1 and OCT-2 as a mental screening instrument for the OCS program, is a converted form of the ROTC Qualifying Examination, RQ-7, which was previously used as a selector for the Advanced Course in the Senior Division ROTC program. It consists of two parts: Part I, Language Test, with 40 verbal analysis and 50 same-opposite items; and Part II, Mathematics Test, with 40 items, mainly of the computation type. Time limit is 15 minutes for each part. All items are multiple choice and the scoring formula is $R - W/3$. A special answer sheet is provided to permit scoring by the Digitek Optical Scanner.[a] OCT-3 was standardized on an enlisted input sample of approximately 600 cases tested at Fort Dix, N. J. during the first week of November 1966. As in the case of OCT-1 and OCT-2, a qualifying standard score of 115 is set for screening OCS input.

Officer Qualification Inventory, OQI-1

OQI-1 was developed to replace the Officer Leadership Qualification Inventory, OLI-1, as a leadership screening instrument for the OCS program. It contains 164 items, most of which were selected from the following three source instruments, with minor adaptation for OCS input whenever necessary.

1. Inventory of Cadet Aptitude, which was research-validated at the US Military Academy (USMA).

2. Classification Inventory, a combat arms selector in the U. S. Army Classification Battery.

3. Officer Leadership Qualification Inventory, OLI-1.

The major empirical key in OQI-1 was derived from the Inventory of Cadet Aptitude; the cross-validity coefficient of this key in a USMA sample (Class of 1967) was .30 utilizing the Aptitude for the Service Rating as the criterion, and .17 utilizing a motivation criterion. The instrument was standardized on an enlisted input sample of approximately 600 cases tested at Fort Knox, Kentucky during the first week of February 1967. A qualifying raw score of 75 is set for screening OCS input (bottom 40 percent eliminated). As in the case of OCT-3, a special answer sheet is provided to permit scoring by the Digitek Optical Scanner.

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[a] Use of the commercial title of a product is in the interest of precision in describing the instrument and does not constitute indorsement by the Department of the Army.

APPENDIX B

LOCATION OF OCS EXAMINING BOARDS
PARTICIPATING IN THE SURVEY

First United States Army

    Fort Dix, New Jersey
    Fort Devens, Massachusetts
    Fort Monmouth, New Jersey
    Fort Hayes, Ohio

Third United States Army

    Fort Rucker, Alabama
    Fort Campbell, Kentucky
    Fort Bragg, North Carolina
    Fort Benning, Georgia
    Fort Jackson, South Carolina

Fourth United States Army

    Fort Bliss, Texas
    Fort Sill, Oklahoma
    Fort Polk, Louisiana
    Fort Sam Houston, Texas
    Fort Hood, Texas

Fifth United States Army

    Fort Leonard Wood, Missouri
    Fort Riley, Kansas
    Fort Leavenworth, Kansas

Sixth United States Army

    Fort Ord, California
    Fort Lewis, Washington
    Fort Huachuca, Arizona
    Presidio of San Francisco, California

APPENDIX C

ITEMS IN THE OCS BOARD REVIEW FORM
WITH RESULTS OF ANALYSIS

SECTION II

Item 2. Some applicants have been considered by OCS Examining Boards to be immature. In the course of an interview, what observations have you made, if any, that led you to believe that an applicant was immature?

Deficiencies Noted:	Response Frequency
Expressive ability (as judged by ability to express ideas and to formulate opinions)	128
General motivation (as judged by future goals, objectives, and plans for self-improvement)	112
Intelligence (practical judgment, reasoning ability reflected in discussing problem situations)	44
Background factors (education, experience, age, participation in athletic and leadership activities)	37
Appearance	30
Poise and self-confidence	29
Specialized knowledge (current events, military affairs)	29
Other characteristics (response frequency less than 10)	36
No response	34
TOTAL	479

Item 3. Some applicants have been considered by OCS Examining Boards to be "poorly motivated for OCS". In the course of an interview, what observations have you made, if any, that led you to believe that an applicant was deficient in motivation?

Deficiencies Noted:	Response Frequency
Applicants express no desire for OCS (unable to give a reason, pressure by unit CO, just because qualified on tests)	133
Applicants express personal or selfish reasons (pay, prestige, privileges, etc.)	126
Applicants uninformed about OCS program, branches of service, and duties of officers	46
Lack of preparation for board interview (poor dress, appearance)	12
Other reasons (response frequency less then 10)	25
No response	37
TOTAL	379

Item 4. What types of applicants (recruits, NCOs, etc.) are most difficult to evaluate in the course of the board interview? Consider any cases on which there is generally some disagreement in final recommendations made by individual board members.

Types of Response:	Response Frequency	Percentage
Recruits	190	66.4
NCOs	29	10.1
Special groups (shy, withdrawn individuals, etc.)	23	8.4
No group difficult	20	6.9
No response or unable to compare	24	8.4
TOTAL	286	100.2

Item 5. For what applicants, if any, could the requirement for a board interview be waived?

Types of Response:	Response Frequency	Percentage
Interview should not be waived for anyone	171	60.0
Interview should be waived for special groups	99	34.6
(1) Personnel with considerable military service and demonstrated leadership (senior NCOs, Warrant Officers)		
(2) College graduates and professionals		
Interview should be eliminated	6	2.0
No response	10	3.4
TOTAL	286	100.0

Item 1. Below is a list of characteristics or qualities which can to some extent be observed and evaluated in the course of the board interview. Indicate by placing a check mark (✓) in the appropriate column the extent to which you rely on each characteristic in determining whether an applicant (E-3 and above) has adequate officer potential.

Characteristics	Response Frequency[a]	General Importance Index (p-value)
Appearance: Good military appearance	153	.54
Physical Coordination: Agility, motivation of action	80	.29
Poise and Self-Confidence: Sure of himself	229	.81
Interaction with Board:		
(1) Active participation during interview	202	.71
(2) Cooperative attitude	141	.50
Expressive Ability: Clarity (clear, concise, easy to follow)	235	.85
Tact: Saying or doing what is appropriate without giving unnecessary offense	88	.31
Practical Judgment: Sound judgment in discussing problem situations	229	.81
Understanding: Ability to understand instructions	175	.63
Motivation for Military Service and OCS	235	.85

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[a]Number of respondents who indicated that they relied on the characteristic a great deal in evaluating applicants.

Item 2. Circle below the letter of the two characteristics listed in Item 1 above which are most difficult to evaluate in the course of the board interview.

Characteristics		Response Frequency	Difficulty Index (p-value)
a.	Appearance	4	.01
b.	Physical Coordination	119	.42
c.	Poise and Self-Confidence	19	.07
d.	Interaction with Board	18	.06
e.	Expressive Ability	15	.05
f.	Tact	78	.28
g.	Practical Judgment	98	.35
h.	Understanding	84	.30
i.	Motivation for Military Service and OCS	124	.44

Item 3. What additional characteristics do you rely on during the board interview in determining whether or not an applicant has adequate officer potential? Indicate which one is the most important.

Types of Response	Response Frequency
General motivation (ambition, enthusiasm, defined plans and goals for self-improvement)	88
Moral integrity (sincerity, self-discipline, sense of responsibility)	60
Background (education, experience, extra-curricular activities)	59
Intelligence (reasoning, practical judgment, common sense)	48
Expressive ability (expressing ideas and opinions, diction, word knowledge)	28
Specialized knowledge and interests	
a. Current events and world affairs	24
b. Military matters	22
Other characteristics (response frequency less than 10)	32
No response	45
TOTAL	406

Item 4. On which characteristics mentioned in Item 1 above would you rely primarily during the board interview in determining whether or not a recruit (E-1) has adequate officer potential?

Characteristics	Response Frequency	Recruit Importance Index (p-value)
a. Appearance	30	.11
b. Physical Coordination	8	.03
c. Poise and Self-Confidence	93	.35
d. Interaction with Board	43	.16
e. Expressive Ability	103	.39
f. Tact	9	.03
g. Practical Judgment	129	.48
h. Understanding	27	.10
i. Motivation for Military Service and OCS	151	.57

SECTION IV

Item 1. What in your opinion, is the primary value of the OCS board interview in screening OCS applicants?

Types of Response	Response Frequency	Percentage
Interview useful (weeds out obviously unfit, provides additional information, etc.)	278	97.0
Interview of little or no value	4	1.5
No response	4	1.5
TOTAL	286	100.0

Item 2. What changes, if any, would you recommend in board interview procedures to improve their effectiveness?

Types of Response	Response Frequency	Percentage
No changes recommended	117	41.0
Constructive changes recommended	154	54.0
Elimination of interview recommended	4	1.5
No response	11	3.5
TOTAL	286	100.0

Constructive changes recommended in Item 2 above	Response Frequency
Changes prior to board interview:	
Better selection at unit level	62
Processing after completion of basic training or later	61
Eliminate pressure on quota	28
Better orientation of applicants	17
TOTAL	168
Changes in conduct of interview:	
Revision of Part I evaluations	38
Review of individual records	24
More informal, relaxed atmosphere	23
Revise problem situations	15
TOTAL	100
Changes in composition of board and schedule:	
Decrease workload	28
More OCS graduates, field grade officers on boards, permanent boards	20
TOTAL	48

ILLUSTRATIONS OF DEFICIENCIES NOTED BY OCS EXAMINING BOARDS
TAKEN VERBATIM FROM THE OCS BOARD REVIEW FORM

General Motivation

Basically when an applicant is asked what he does during his off-duty time, the majority of replies indicate a program of self-improvement both socially and academically. However, there are times when you ask an applicant this question and he replies "nothing".

Not sure they want to go to OCS. Very little idea as to what they would do if commissioned.

Undecided on present status and future plans.

Lack of personal objectives.

Statements such as "I want to be an officer because it's easier than being an EM".

Some seem to be applying only because of pressure from commanders.

Have not made up their minds as to what they want out of life.

Living from day to day without purpose and no real responsibility.

Flighty with respect to their goals in life.

Expressive Ability

Unable to express themselves well on given subjects as they haven't formed any ideas on basic issues which mature people are vitally interested in.

Inability to converse or project his personality even after a warmup period.

Inability to speak on subjects of general, everyday knowledge.

Answering of questions with short answers such as yes or no and not being able to explain the answers.

Inability to express himself in more than eighth grade vocabulary.

Limited or no views on opinion-type questions within the scope of the applicant's knowledge.

Some applicants have been unable to discuss any subject put to them, often answering in phrases or relying on a yes or no.

Giving answers of "I don't know" or "I can't really say" to questions regarding the applicant's own opinion.

Intelligence or Practical Judgment

Inability of applicant to express mature judgment when answering questions.

Inability to follow the trend of thought dictated by the board.

Opinions on issues not based on reasonable judgment.

Unrealistic views, judgments which reflect little thought.

Inability of some applicants to reason or understand certain situations which they face daily.

Offering of opinions without being able to substantiate them.

Moral Integrity

Putting high value on material concepts while completely subjugating or ignoring moral and ethical values.

A lack of sincerity.

Record of commission of minor offenses.

Have had two or more charges against them for the misuse of alcoholic beverages within recent months.

Lacking in self-discipline.

Lack of integrity, honesty, and loyalty.

Background

Age and experience in civilian life. Almost all of the candidates I see are from basic training and are low in both areas.

Demonstrated lack of experience in discussing simple situations, reactions to everyday problems.

The new soldiers have not had the experience necessary to evaluate their leadership abilities.

Lack of experience associated with age.

Many applicants have had numerous unsuccessful jobs and have additionally flunked out of college.

Lack of any past indications of acceptance of responsibility.

Insufficient educational background.

Limited worldly background due mainly to home life. Little traveled and read.

Limited participation in community or extra-curricular activities.

Poise and Self-Confidence

A complete void of any self-confidence.

Ill at ease.

Applicant finds it difficult to become at ease.

Nervousness before the board.

Lack of security when speaking.

Unsure of himself, easily swayed.

Little confidence in ability to complete OCS.

Specialized Knowledge

Disinterested in current events as opposed to comic section of newspapers.

Unaware of current events.

Possessed undeveloped views on items of national and international scope.

Lack of general military knowledge.

They have little knowledge of U. S. and military history.

When asked about certain problem areas such as poverty program, slum problems, etc., on which most applicants could converse freely, this small group would not know anything about the subject.

Lack of knowledge of Army goals, programs, and policies.

Appearance

Did not take the trouble to prepare himself physically.

Have such a youthful appearance that it would be difficult to obtain the respect of others.

One individual came in lacking a shave, haircut, clean uniform, shined shoes, etc.

Slovenly appearance.

Lack of orderliness of appearance.

Poor military bearing.